



## Meteorology for pilots at the university

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Airline pilots are not engineers nor scientists and their knowledge about Meteorology must be very practical and oriented to flight safety, thus a special education is required. This contribution describes the experience of designing and providing higher education in Meteorology to pilots at CESDA.

CESDA (Centro de Estudios Superiores de la Aviación, [www.cesda.com](http://www.cesda.com)) is a university dedicated to the formation of airline pilots in Reus. It was created in 2001 and was pioneer in providing a four years degree in airline pilot in Spain.

At the moment of designing the instruction of Meteorology for a pilots school, one is constrained by the JAR-FCL (Joint Aviation Requirements - Flight Crew License) that propose a number of *learning objectives* for an airline pilot. On the other hand, our university has defined the *competences* an airline pilot should have, which are very specific. Combining both one can define the *contents* of the Meteorology courses, which are classified into three categories of importance and logical relation.

The *methods* we use for our students to learn Meteorology are based on the new paradigms about higher education; one of the most important is the *learner-centered education* approach. We also adopt the spirit expressed in the Bolonia declaration 1999. Because the intrinsic difficulty of Meteorology special methods are used, based on PBL (problem based learning), team working, interactive lectures, and laboratory.

At CESDA we use some new *means* to enhance students learning, making a broad use of the information technology tools, like multimedia materials, use of CBTs, online campus, etc.

In the process of teaching/learning, it is essential the *evaluation*. We propose, and

apply, a daily evaluation by the professor as well as by the student himself. At the end of each course a final exam is undergone in accordance to university regulations.